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ABSTRACT

In the 1982-83 school year, the Cincinnati Public Schools operated 21 alternative programs designed to provide specialized learning experiences along with the traditional academic curricula. Since balanced racial composition is a primary goal of these programs, applications are received from students regardless of where they reside in Cincinnati, and acceptance is based on racial balance. Evaluation of the 1982-83 school year programs showed that the composition of alternative programs was 56% Black, 42% White and 2% other races. Of the 39 alternative sites, 69% met the guideline for Black membership. California Achievement Tests in reading and math showed fewer alternative students in the below average stanines (as compared with non-alternative students), approximately the same percentage of students in the average stanines, and a higher percentage of alternative students in the above average stanines. Normal Curve Equivalents gains data showed both the alternative and non-alternative groups obtaining approximately the same expected achievement. Attitudinal survey data comparing alternative and non-alternative students, teachers, parents, and local administrators suggested that alternative groups gave more positive responses to items concerning alternative programs. Monies spent on "excess teachers" and instructional assistants for alternative programs amounted to $3,110,000, a $244,000 increase over 1981-82 (an effect of salary increases). The non-personnel budget reveals $223,651 as a total for allocated funds, a $23,889 decrease over 1981-82. Since no new programs or sites were added in 1981-82, new materials were reduced. (KH)

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Evaluation Branch

EVALUATION OF ALTERNATIVE PROGRAMS

1982-83

By Maxine Stolar

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October, 1983

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Executive Summary

The data of this report reveal that during the 1982-83 school year the composition of alternative students in the Cincinnati Public Schools was 56% black, 42% white and 2% of other races. Of the 39 alternative program sites, 69% met the guidelines for black membership.

California Achievement Tests in reading and math show fewer alternative students as compared with non-alternative students in the below average stanines, approximately the same percent of students in the average stanines, and a higher percent of alternative students in the above average stanines. NCE gains data show both the alternative group and non-alternative group obtaining approximately the same expected achievement.

Attitudinal survey data comparing alternative and non-alternative students, teachers, parents, and local administrators discloses alternative groups give higher positive responses to items concerning alternative programs.

Monies spent on "excess teachers" and instructional assistants amounted to $3,110,000, a $244,000 increase over 1981-82. This appears to be due not to any noticeable change in the number of staff, but rather to salary increases. The non-personnel budget for alternative programs reveals $223,651 as a total for allocated funds. This is a $23,889 decrease when compared to the 1981-82 school year. Since no new programs or sites were added in 1981-82, new materials were reduced.

EVALUATION OF ALTERNATIVE PROGRAMS
1982-83

Introduction

Thirteen years have passed since the first alternative program was established in Cincinnati. As of December, 1982, there were 21 programs in 39 locations. One school hosted two different alternative programs. These educational programs were designed to provide specialized learning experiences along with the traditional academic curricula.

Since balanced racial composition is a primary goal of these programs, applications for entrance into an alternative program are received from students regardless of where they may reside in Cincinnati. Acceptance to the program is based on racial balance.

The purpose of this report is to present a compilation of evaluation data related to alternative programs in the Cincinnati Public Schools during the 1982-83 school year. It is designed to assist in the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitude survey results, and estimated costs will be presented for total alternative programs functioning in the 1982-83 school year.

Program Evaluation

Data Sources

Data for the central evaluation report has been obtained from various sources. Enrollment and racial composition are reported by the Alternative Programs Office in the Department of Curriculum and Instruction. California Achievement Test data are maintained by the Testing Section of the Evaluation Branch. Attitude surveys are administered through the School Information Section of the Evaluation Branch.

Cost figures are obtained from the Office of Budget Control, the Personnel Branch, and the Office of Pupil Transportation.

Enrollment and Location

Enrollment and racial composition as of December, 1982, are shown in Table 1. The source is the updated enrollment data returned to the Alternative Programs Office in December. A total of 13,351 students were enrolled in alternative programs. This is a negligible increase of approximately 118 students as compared with an increase of 1,574 students in the 1981-82 school year. The composition of the 1982-83 alternative students was 56% black, 42% white, and 2% of other races. The 1980-81 and 1981-82 percentages approximated the 1982-83 percentages.

An endeavor is made in the enrollment of students for alternative programs to maintain a racial balance reflecting that of the school district. Admission procedures follow the general guidelines of maintaining a 30% to 70% black membership in each program.

Of the 39 alternative program locations, 69% met the guidelines for black membership, the same percentage as in 1981-82. Table 2 shows the 11 alternative locations that did not meet it this year.

There were nine sites among the 11 locations not meeting the 30% to 70% black membership guidelines in the 1981-82 school year. Two locations, Pleasant Hill and Douglass, which did not meet the guidelines in the 1981-82 school year, did meet it this year. As recommended in the 1981-82 school year, sites not meeting the 30% to 70% black membership for more than one year should be investigated as to why this situation is taking place and given assistance in achieving racial balance.

Table 1. Alternative Program Membership Distribution and Percent of Black Students, December, 1982.

Program/Location		Black	White	Other	Total	Percent Black
Applied Arts Academy						
Oyler	(4-6)	26	183	2	211	12.3%
Elementary College Preparatory						
Anderson Place	(4-6)	39	55	2	96	40.6
Bond Hill	(4-6)	76	5	0	8.	93.8
Burton	(4-6)	46	1	0	47	97.9
Covedale	(4-6)	85	176	1	262	32.4
Pleasant Hill	(4-6)	105	43	1	149	70.5
Roselawn	(4-8)	179	176	6	361	49.6
Elementary Individually Guided Education						
Eastern Hills	(K-8)	214	303	6	523	40.9
North Avondale	(K-6)	347	9	5	361	96.1
Silverton	(K-6)	314	39	6	359	87.5
Washington	(K-6)	58	119	2	179	32.4
Woodford	(K-3)	278	164	5	447	62.2
Elementary Math and Science Academy						
Rockdale	(4-6)	38	1	0	39	97.4
French Bilingual						
Carthage	(K-3)	127	128	4	269	50.9
Midway	(K-5)	101	135	8	244	41.4
Fundamental Academy						
College Hill	(K-6)	319	164	4	487	65.5
Linwood	(K-8)	160	228	6	394	40.6
German Bilingual						
Fairview	(K-5)	207	240	28	475	43.6
Individual Progress and Social Impact Program						
Bramble	(K-3)	72	105	7	184	39.1
Pleasant Hill	(K-3)	129	100	5	234	55.1
Montessori						
Sands	(K-6)	328	330	8	666	49.2
Multi-Age, Non-Graded						
Clifton	(K-6)	403	331	66	800	50.4
Reading-Language Arts Demonstration School						
Douglass	(K-6)	384	221	0	605	63.5
Spanish Bilingual						
Hartwell	(K-5)	97	92	3	192	50.5
Mt. Airy	(K-5)	117	111	4	232	50.4
Pleasant Ridge	(K-5)	185	127	14	326	56.7
Twifton	(K-5)	73	26	3	102	71.6
University Demonstration School						
Chase	(4-6)	538	359	0	897	60.0
Cincinnati Academy of Math and Science						
Woodward(CAMAS)	(7-12)	327	103	1	431	75.9
Cincinnati Academy of Physical Education						
CAPE	(4-11)	475	490	11	976	48.7
City-Wide Learning Community						
Hughes	(9-12)	27	35	0	62	43.5
International Baccalaureate Program						
Withrow	(10-12)	61	39	34	134	45.5
Cincinnati Bilingual Academy						
Schiel	(6-8)	265	148	21	434	61.1
Junior High College Readiness						
Gamble	(7-9)	39	55	0	94	41.5
Peoples	(7-9)	83	17	2	102	81.4
Porter	(7-9)	73	49	0	122	59.8
Schwab	(7-8)	63	52	1	116	54.3
Schroder	(7-9)	70	5	0	75	93.3

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Table 1. (Cont'd.)

Program/Location	Black	White	Other	Total	Percent Black
Middle School Individually Guided Education					
Heinold (7-8)	266	40	1	307	86.6%
School for Creative and Performing Arts					
SCPA (4-12)	633	622	21	1,276	49.6
TOTAL	7,437	5,626	288	13,351	56.0%

Table 2. Percentages of Black Membership and Deviation from Guideline Range, December, 1982.

Program/Location	% Black	% Deviation
Applied Arts Academy		
Oyler (4-6)	12.3%	17.7%
Elementary College Preparatory		
Bond Hill (4-6)	93.8	23.8
Burton (4-6)	97.9	27.9
Elementary Individually Guided Education		
North Avondale (K-6)	96.1	26.1
Silverton (K-6)	87.5	17.5
Elementary Math and Science Academy		
Rockdale (4-6)	97.4	27.4
Spanish Bilingual		
Swifton (K-5)	71.6	1.6
Cincinnati Academy of Math and Science		
Woodward (CAMAS) (7-12)	75.9	5.9
Junior High College Readiness		
Peoples (7-9)	81.4	11.4
Shroder (7-9)	93.3	23.3
Middle School Individually Guided Education		
Heinold (7-8)	86.6	16.6

Table 3 illustrates that alternative programs operating in a single location are not equally balanced from one area to the next. There are eight single-location programs functioning in the eastern area of the city and six in the west. Programs with multiple locations are well distributed throughout the district. This alternative site distribution is the same as the 1981-82 school year distribution, since there were no alternative sites added or deleted in 1982-83.

Table 3. Alternative Program Locations by District Area, 1982-83.

Program	East	West
*Applied Arts Academy	0%	100%
Elementary College Preparatory	67	33
*Elementary Individually Guided Education	100	0
*Elementary Math and Science Academy	100	0
French Bilingual	50	50
Fundamental Academy	50	50
*German Bilingual	100	0
Individual Progress and Social Impact	50	50
*Montessori	100	0
*Multi-Age, Non-Graded	0	100
Spanish Bilingual	75	25
*Reading and Language Arts	100	0
*University Demonstration School	0	100
*Cincinnati Academy of Physical Education	0	100
*City-Wide Learning Community	100	0
*International Baccalaureate Program	100	0
*Schiel Cinti. Bilingual Academy	100	0
Junior High College Readiness	40	60
*Middle School Individually Guided Education	0	100
*School for Creative and Performing Arts	0	100

*Program located at one site only.

Achievement Status

California Achievement Tests were administered in April, 1983, to all students in grades 1 through 10. According to alternative enrollment data, students in alternative programs during the 1982-83 school year were included in this achievement study.

The numbers and percentages of alternative program students whose scores attained or exceeded the "national norm" and those whose scores fall into three stanine categories (stanines 1, 2, 3, below average; 4, 5, 6, average; and 7, 8, 9, above average), are shown on Table 4. Numbers and percentages of those alternative students tested for total reading and total math are shown.

Annual reporting of number and percent of alternative students at the below average, average, above average, and at "national norm" or above should not be viewed as the best mode for measuring achievement gains. These data are not sensitive to the changes taking place at the above and below average groups. It should also be noted that annual status comparisons do not consider that differences in the number and characteristics of students occur from one test date to the next test date.

Table 4. CAT Total Reading and Total Math Stanine Distribution and Percent At and Above National Norm for Alternative Programs by Location, April, 1983.

Program/Location	Stanine Category: Below Average (1-3) N(%) TR	TM	Average (4-6) N(%) TR	TM	Above Average (7-9) N(%) TR	TM	At & Above Natl. Median Total School N(%) TR	TM
Applied Arts Academy								
Oyler (4-6)	69(37.0%)	71(54.8%)	95(58.6%)	72(43.4%)	7(4.3%)	3(1.8%)	31(19.1%)	25(15.1%)
Unv. Demostrtn. Sch.								
Chase (4-6)	213(28.4)	180(23.9)	495(66.0)	497(65.9)	42(5.6)	77(10.2)	204(27.2)	284(37.7)
Adm., Lang. Arts Ctr.								
Douglass (1-6)	30(8.6)	63(18.2)	225(64.5)	207(59.8)	94(26.9)	76(22.0)	205(58.7)	178(51.4)
Elementary Coll. Prep								
And. Pl. (4-6)	1(1.1)	0(0.0)	28(29.5)	16(17.2)	66(69.5)	77(82.8)	88(92.6)	88(94.6)
Bond Hill (4-6)	3(3.4)	1(1.1)	60(67.4)	58(65.9)	26(29.2)	29(33.0)	73(82.0)	78(88.6)
Burton (4-6)	5(9.3)	1(1.9)	45(83.3)	36(66.7)	4(7.4)	17(31.5)	27(51.0)	45(85.3)
Covedale (4-6)	2(0.9)	6(2.7)	125(55.6)	110(48.9)	98(43.6)	109(48.4)	186(82.7)	186(82.7)
Pleas. Hl. (4-6)	35(29.4)	5(4.1)	81(68.1)	84(69.4)	28(23.5)	32(26.4)	128(60.7)	135(62.8)
Roselawn (4-8)	5(2.0)	1(0.4)	123(48.6)	96(38.2)	125(49.4)	154(61.4)	236(93.3)	233(92.8)
Elem. Ind. Guided Ed.								
Fore. Hls. (1-8)	65(17.5)	51(13.8)	268(72.0)	257(69.5)	39(10.5)	62(16.8)	159(42.7)	174(47.0)
N. Avon. (1-6)	70(24.6)	51(18.0)	172(60.6)	185(65.1)	42(14.8)	48(16.9)	123(43.3)	154(54.2)
Silverton (1-6)	29(14.9)	38(19.5)	142(72.8)	128(65.6)	24(12.3)	29(14.9)	91(46.7)	100(51.3)
Washington (1-6)	106(40.8)	89(34.5)	142(54.6)	158(61.2)	12(4.6)	11(4.3)	59(22.7)	61(23.6)
Woodford (1-3)	19(9.1)	45(21.6)	114(54.8)	100(48.1)	75(36.1)	63(30.3)	140(67.3)	118(56.7)
Elem. Math & Sci Acad								
Rockdale (4-6)	13(18.8)	11(15.9)	50(72.5)	42(60.9)	6(8.7)	16(23.2)	32(46.4)	41(59.4)
French Bilingual								
Carthage (1-4)	16(13.6)	28(23.5)	89(75.4)	72(60.5)	13(11.0)	19(16.0)	50(42.4)	60(50.4)
Midway (1-5)	16(9.0)	14(7.9)	95(53.7)	105(59.3)	66(37.3)	58(32.8)	119(67.2)	130(73.4)
Fundamental Academy								
College Hl (1-6)	44(11.8)	43(11.5)	249(66.6)	266(71.1)	81(21.7)	65(17.4)	209(55.9)	193(51.6)
Linwood (1-6)	27(10.7)	18(7.1)	178(70.4)	174(68.5)	48(19.0)	62(24.4)	154(60.9)	182(71.7)
German Bilingual								
Fairview (1-5)	21(5.9)	17(4.8)	196(55.4)	194(54.8)	137(38.7)	143(40.4)	271(76.6)	274(77.4)
Ind. Progress Social								
Impact Program								
Bramble (1-3)	25(27.2)	13(16.9)	42(45.7)	50(64.9)	25(27.2)	14(18.2)	45(57.0)	37(48.1)
Pleas. Hl. (1-3)	6(7.6)	12(12.8)	52(65.8)	54(57.4)	21(26.6)	28(29.8)	128(60.7)	135(62.8)
Montessori								
Sands (1-6)	36(7.3)	57(11.6)	293(59.6)	274(55.6)	163(33.1)	162(32.9)	323(65.7)	341(69.2)
Multi-Age, Non-Graded								
Clifton (1-6)	93(17.8)	81(15.5)	264(50.5)	273(52.1)	166(31.7)	170(32.4)	306(58.5)	330(63.0)
Spanish Bilingual								
Hartwell (1-5)	10(6.9)	14(9.7)	81(56.3)	70(48.6)	53(36.8)	60(41.7)	108(75.0)	111(77.1)
Mt. Airy (1-5)	16(9.3)	25(14.7)	118(68.6)	117(68.8)	38(22.1)	28(16.5)	92(53.5)	89(52.4)
Pleas. Rdg. (1-5)	19(8.6)	14(6.4)	137(62.0)	135(61.6)	65(29.4)	70(32.0)	150(67.9)	159(72.6)
Swifton (1-5)	19(8.6)	18(22.8)	137(62.0)	56(71.9)	65(29.4)	5(6.3)	30(39.0)	26(32.9)
Cinti. Acad. of Math								
& Science								
Woodward (7-10)	43(15.7)	8(3.1)	216(78.8)	184(71.6)	15(5.5)	65(25.3)	106(38.7)	196(76.3)

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Table 4. (Cont.)

Program/Location	Stanine Category: Below Average (1-3) N(%) TR	TM	Average (4-6) N(%) TR	TM	Above Average (7-9) N(%) TR	TM	At & Above Natl. Median Total School N(%) TR	TM
Cintl. Acad. of Phys. Ed. CAPE (4-[illegible])	181(21.6%)	117(14.0%)	589(70.2%)	626(74.7%)	69(8.2%)	95(11.3%)	295(35.2%)	398(47.5%)
Cintl. [illegible] Schl[illegible]	10(2.8)	7(1.9)	238(65.9)	247(68.4)	113(31.3)	107(29.6)	261(72.3)	279(77.3)
Jr. High C[illegible] Gamble (7-8)	3(3.3)	0(0.0)	80(88.9)	72(80.0)	7(7.8)	18(20.0)	46(51.1)	63(70.0)
Peoples (7-8)	6(5.7)	6(5.9)	82(77.4)	84(82.4)	18(17.0)	12(11.8)	78(73.6)	70(68.6)
Porter (7-9)	5(6.4)	2(2.6)	71(91.0)	66(86.8)	2(2.6)	8(10.5)	38(48.7)	41(53.9)
Schwab (7-8)	16(13.2)	6(4.9)	86(71.1)	108(87.8)	19(15.7)	9(7.3)	68(56.2)	62(50.4)
Shroder (7-9)	5(6.1)	2(2.4)	70(85.4)	67(81.7)	7(8.5)	13(15.9)	50(61.0)	56(68.3)
Middle Sch. Ind. Guided Education Heinold (7-8)	89(51.1)	64([illegible].2)	84(48.3)	127(62.0)	1(0.6)	14(6.8)	18(10.3)	70(34.1)
Sch. for Creativ[illegible] & Performing Arts SCPA (4-10)	46(5.7)	34(4.2)	468(5[illegible].3)	463(57.7)	289(36.0)	305(38.0)	579(72.1)	578(72.1)
Int. Baccalaureate Withrow (9-10)	13(8.4)	12(7.8)	123(7[illegible].4)	118(76.6)	19(12.3)	24(15.6)	89(57.4)	80(51.9)
City-Wide Learn. Hughes (9-10)	0(0.0)	7(26.9)	9(56.3)	18(69.2)	9(56.3)	1(3.8)	6(22.2)	7(26.9)
Summary Data	1451(14.6%)	1303(13.1%)	6329(63.6%)	6242(62.7%)	2174(21.8%)	2412(24.2%)	5391(54.3%)	5845(58.8%)

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Table 5 shows how the alternative distributions compare with non-alternative distributions for the school district. Numbers and percentages of students whose scores fall into the below average, average, and above average categories are reported for grades 1 through 10 in total reading and total math.

Of the alternative students tested 14.6% were in the below average stanines in reading, while 23.2% of the non-alternative students scored in this stanine category. Of the alternative students, 63.6% scored in the average stanines in reading, compared to 61.0% non-alternatives. Stanines 7 through 9 contained 21.8% of the alternative group and 15.8% of the non-alternative students.

In mathematics, 13.1% of the alternative students scored in the below average stanines, while 22.6% of the non-alternative group scored in this category. Average stanines showed 62.7% of the alternative group compared to 59.7% of the non-alternatives. The above average stanine category included 24.2% of the alternative population, while 17.7% of the non-alternative students scored in stanines 7, 8, and 9.

It can be seen from the data in Table 5 that the alternative students are achieving at a higher level, with fewer students in the lower stanines and more in the above average category, in both reading and math. The differences between the two groups in the average stanines are slight. It is important to remember that these data should not be construed as an achievement progress report, but rather as a study of the present status of achievement.

Table 5. Comparison of California Achievement Tests, Total Reading and Total Math, Stanine Distributions for Alternative and Non-Alternative Groups, Grades 1-10, April, 1983.

	Below Average Stanines 1-3				Average Stanines 4-6				Above Average Stanines 7-9			
	TR		TM		TR		TM		TR		TM	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Alt.	1451	(14.6)	1303	(13.1)	6329	(63.6)	6242	(62.7)	2174	(21.8)	2412	(24.2)
Non-Alt.	5479	(23.2)	5235	(22.6)	14432	(61.0)	13952	(59.7)	3740	(15.8)	4142	(17.7)

Achievement Gains, Matched Promoted Students, Normal Curve Equivalents

Table 6 presents Normal Curve Equivalents (NCE's) gain data for the alternative student population. These data are derived from the use of two years of testing with the California Achievement Tests. Promoted students in alternative programs tested in April, 1982, and again in April, 1983, are included in this study. Since this is the first year for testing grades 9 and 10, NCE gains can be shown for grades 2-9; however, not for grade 10, since the ninth grade was not tested in 1982. In reviewing NCE data, it is important to understand that if students maintain their NCE scores from year to year they are meeting an expected achievement level. An increase in average NCE's from one testing date to another would indicate more than expected achievement growth has occurred. Conversely, losses in average NCE s indicate less than expected achievement as compared to the norm group.

A gain of NCE's represents exactly the same amount of expected performance improvement for pupils at the extreme low end of the achievement distribution as it does for the average and above average achievers.

For the purpose of evaluating achievement gains, NCE's are sensitive to small gains making the data more precise in reflecting achievement gains or losses.

Indications for program improvement can be better reviewed with two consecutive years of NCE data.

Table 6. California Achievement Tests, Total Reading and Total Math, Normal Curve Equivalents Gains, Matched and Promoted Alternative Students By Program and Location, April, 1982 and April, 1983.

Program/Location	Total Reading Avg NCE 1962	Total Reading Avg NCE 1983	Total Reading NCE Gain	Total Math Avg NCE 1982	Total Math Avg NCE 1983	Total Math NCE Gain
Applied Arts Academy						
Oyler (5-6)	39.5	39.8	+0.3	37.1	34.0	-3.1
Univ. Demonstration Sch.						
Chase (4-6)	43.5	42.3	-1.2	45.0	45.7	+0.7
Reading, Lang. Arts						
Douglass (1-6)	51.1	53.4	+2.3	49.9	46.4	-3.5
Elementary College Prep.						
Anderson Pl. (4-6)	67.6	72.8	+5.2	65.9	78.9	+13.0
Bond Hill (4-6)	59.7	59.0	-0.7	58.6	62.9	+4.3
Burton (4-6)	52.8	49.9	-2.9	59.2	60.6	+1.4
Covedale (4-6)	61.7	63.1	+1.4	63.2	65.2	+2.0
Pleasant Hl. (4-6)	55.1	55.0	-0.1	56.8	54.8	-2.0
Roselawn (4-8)	61.1	60.3	-0.8	65.6	67.3	+1.7
Elem. Ind. Guided Ed.						
Eastern Hls. (1-8)	45.6	47.1	+1.5	47.3	50.0	+2.7
N. Avondale (1-6)	52.4	48.7	-3.7	49.7	49.7	0.0
Silverton (1-6)	50.6	49.4	-1.2	49.5	49.3	-0.2
Washington (1-6)	42.3	38.8	-3.5	42.4	37.9	-4.5
Woodford (1-3)	62.9	57.8	-5.1	58.8	58.1	-0.7
Elem. Math & Sci. Acad						
Rockdale (4-6)	46.7	48.5	+1.8	51.0	53.5	+2.5
French Bilingual						
Carthage (1-5)	52.8	51.4	-1.4	54.0	51.3	-2.7
Midway (1-5)	55.8	57.3	+1.5	59.0	59.3	+0.3
Fundamental Academy						
College Hl. (1-6)	53.8	53.6	-0.2	52.6	51.4	-1.2
Linwood (1-6)	50.1	53.6	+3.5	49.8	58.8	+9.0
German Bilingual						
Fairview (1-5)	62.1	63.1	+1.0	62.0	63.4	+1.4
Ind. Progress Social Impact Program						
Bramble (1-3)	59.7	54.1	-5.6	53.9	50.6	-3.3
Pleasant Hl. (1-3)	52.7	50.0	-2.7	53.5	53.0	-0.5
Montessori						
Sands (1-6)	59.4	57.8	-1.6	59.6	57.4	-2.2
Multi-Age, Non-Graded						
Clifton (1-6)	54.2	55.9	+1.7	55.0	56.5	+1.5
Spanish Bilingual						
Hartwell (1-5)	55.3	59.8	+4.5	52.4	56.2	+3.8
Mt. Airy (1-5)	55.6	53.4	-2.2	52.3	49.1	-3.2
Pleasant Rdg (1-5)	56.6	58.2	+1.6	58.1	58.5	+0.4
Swifton (1-5)	46.7	47.9	+1.2	46.5	44.2	-2.3
Cinti. Acad. of Math & Sci.						
Woodward (7-9)	48.6	46.0	-2.6	56.3	60.5	+4.2
Cinti. Acad. of Phys. Ed.						
CAPE (4-9)	46.8	46.6	-0.2	49.5	49.9	+0.4

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Table 6. (Cont.)

Program/Location	Total Reading Avg NCE 1982	Total Reading Avg NCE 1983	Total Reading NCE Gain	Total Math Avg NCE 1982	Total Math Avg NCE 1983	Total Math NCE Gain
Cinti. Bilingual Acad. Schiel (6-8)	59.6	59.6	0.0	58.4	59.8	+1.4
Jr. High College Readiness						
Gamble (7-8)	47.9	49.5	+1.6	51.8	55.5	+3.7
Peoples (7-8)	54.4	54.4	0.0	55.3	53.6	-1.7
Porter (7-9)	48.4	48.4	0.0	52.9	51.6	-1.3
Schwab (7-8)	49.4	51.7	+2.3	49.1	49.6	+0.5
Shroder (7-9)	49.7	50.6	+0.9	55.7	55.7	0.0
Middle School IGE Heinold (7-8)	35.2	32.6	-2.6	38.3	43.6	+5.3
School for Creative and Performing Arts SCPA (4-9)	57.6	60.0	+2.4	59.3	62.1	+2.8
Int. Baccalaureate Withrow (9)	54.6	50.8	-3.8	56.0	51.1	-4.9
Total Avg NCE	52.2	52.4	+0.2	53.1	54.0	+0.9
Number Tested	7602			7581		

Table 7 compares the mean NCE gains for total reading and total math. The total reading gains are the same for both alternative and non-alternative groups. Both groups obtained approximately the same expected achievement. The alternative group is showing somewhat higher gains in math; however, for all practical purposes both groups are meeting and slightly exceeding expected achievement.

Table 7. Comparison of Mean NCE Gains for Matched Data Promoted Students, Alternative Population and Non-Alternative Population, California Achievement Tests, Grades 1-9, April, 1982 and April, 1983.

TOTAL READING

Non-Alternative			Alternative		
1982	1983	Gain	1982	1983	Gain
$\bar{X}$ = 47.9	$\bar{X}$ = 48.1	$\bar{X}$ = +0.2	$\bar{X}$ = 52.2	$\bar{X}$ = 52.4	$\bar{X}$ = +0.2
N = 15,339			N = 7,602		

TOTAL MATHEMATICS

Non-Alternative			Alternative		
1982	1983	Gain	1982	1983	Gain
$\bar{X}$ = 48.8	$\bar{X}$ = 49.0	$\bar{X}$ = +0.2	$\bar{X}$ = 53.1	$\bar{X}$ = 54.0	$\bar{X}$ = +0.9
N = 15,193			N = 7,581		

Attitudes

During November, 1982, students at the highest grade level of all elementary, junior, and senior high schools were surveyed through the School Information System (SIS) of the Evaluation Branch. A 50% random sample of parents with children in the elementary grades was surveyed. Teachers and local administrators at all levels also were surveyed.

Student Survey. Although surveys were administered to secondary students as well as sixth grade students, only elementary survey results will be included in this report since most of the alternative programs serve elementary students. Results of the survey are shown as percentages of affirmative responses to 42 items. Four items directly related to alternative programs show a ten percent or more deviation favoring the alternative group.

Item	Deviation Favoring Alternative Group
4. I like going to school with students of different races.	11%
6. Alternative programs are good for many students.	16%
15. I know enough about alternative programs to make a choice.	20%
23. I would like to attend an alternative program next year.	23%

Almost 36% of the alternative group felt that alternative programs are good for many students, while 70% of the non-alternative group felt that alternative programs benefit many students. Approximately 70% of the alternative group would like to attend an alternative program next year, while only 47% of the non-alternatives responded affirmatively to this item. The item stating, "I like going to school with students of different races," received an 81% affirmative response by the alternative group, and a 70% affirmative response from the non-alternative group. Over 50% of the alternative group know enough about alternative programs to make a choice, while only 30% of the non-alternative group expressed knowledge of the alternative programs.

Parent Survey. The 1983 parent survey was administered only to elementary school parents. Items related to alternative programs and showing a ten percent or more deviation favoring the alternative programs are shown on below.

Item	Deviation Favoring Alternative Group
13. Would you keep your child in the Cincinnati Public Schools if all schools were racially balanced?	10%
24. Do you think alternative programs are good for the school system?	18%
28. Do you think alternative schools generally improve the quality of education?	22%

Although both the alternative program parents and non-alternative parents gave positive responses to item 13, the alternative parents gave an 82% affirmative response, while the non-alternative group gave this item a 72% positive response.

Item 24 concerning alternative schools being good for the school system was given an 89% affirmative rating by the alternative parents. Non-alternative parents gave this item a 71% positive response, 18% lower than the alternative parents.

Alternative parents gave a 22% higher rating to item 28. The non-alternative parents gave this item a 71% positive response.

Teacher Survey. Surveys were administered to both alternative and non-alternative teachers at all levels. Ratings are based on a seven-point scale from 1 = poor to 7 = excellent.

As compared with the non-alternative teachers, the alternative teachers invariably responded with higher ratings on all items. The item showing the greatest positive deviation was "Effectiveness of Alternative Schools on Student Achievement." This item also displayed a significant positive deviation in 1982. Alternative teachers gave an average of 5.31 to this item, and non-alternative teachers rated this item with a mean score of 3.76. Items related to alternative programs displaying a positive difference of .50 or more were as follows:

Item		Deviation Favoring Alternative Group
3.	Degree of interracial understanding in our student body.	.66
8.	Effectiveness of alternative schools on student achievement.	1.55
13.	Effectiveness of system's programs to achieve racial balance.	.88
36.	Value of increasing alternative programs.	1.37
44.	Academic achievement of my students.	.64

"The effectiveness of the system's programs to achieve racial balance" was given a 4.80 rating by alternative teachers and a 3.92 by non-alternative teachers. "Academic achievement of my students" revealed a 4.66 average from alternative teachers and a 4.02 from non-alternative teachers. Alternative teachers gave a 4.64 average to increasing the number of alternative programs and a 4.81 rating to "Degree of interracial understanding," while non-alternative teachers gave 3.27 and 4.15 ratings to these items

Costs

Personnel Costs. Obtaining actual costs of conducting the alternative programs is complicated. Monies spent on "excess teachers" required for alternative programs would in any case need to be spent by the system in order to comply with the pupil-teacher ratio required by Senate Bill 170.

Table 8 reflects the number of "excess teachers" and instructional assistants. The costs are based on average salaries for the 1982-83 school year. The average salary for teachers was $24,000; for instructional assistants working six hours per day the average salary was $6,543.60 per school year. The 1982-83 costs increased by approximately $244,000.

Table 8. Estimated Personnel Costs of Alternative Programs, 1982-83

Program	Teachers	Instructional Assistants	Cost
Applied Arts Academy 1 site	2.0	0.0	$ 48,000.00
Elementary College Preparatory 6 sites	1.2	0.0	28,080.00
Elementary Individually Guided Education 5 sites	21.3		511,200.00
		43.0	281,374.80

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Table 8. (Cont'd.)

Program	Teachers	Instructional Assistants	Cost
Elementary Math and Science Academy 1 site	0.0	0.0	$ 0.00
French Bilingual 2 sites	3.0	0.0	72,000.00
Fundamental Academy 2 sites	2.5	0.0	60,000.00
German Bilingual 1 site	5.5	0.0	132,000.00
Individual Progress and Social Impact Program 2 sites	0.0	0.0	0.00
Montessori 1 site	10.5	24.0	252,000.00 157,046.40
Multi-Age, Non-Graded 1 site	2.0	8.0	48,000.00 52,348.80
Spanish Bilingual 4 sites	9.5	0.0	228,000.00
Reading, Lanauage 1 site	4.0	0.0	96,000.00
Cincinnati Academy of Math and Science 1 site	6.0	2.0	144,000.00 13,087.20
Cincinnati Academy of Physical Education 1 site	8.0	0.0	192,000.00
City-Wide Learning Community 1 site	1.0	0.0	24,000.00
International Baccalaureate Program 1 site	1.0	0.0	24,000.00
Schiel Cincinnati Bilingual Academy 1 site	3.5	0.0	84,000.00

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Table 8. (Cont'd.)

Program	Teachers	Instructional Assistants	Cost
Junior High College Readiness 5 sites	14.0	0.0	$336,000.00
Middle Individually Guided Education 1 site	2.0	4.0	48,000.00 26,174.40
School for Creative and Performing Arts 1 site	9.0	0.0	216,000.00
University Demonstration School, 1 site	1.0	0.0	24,000.00
Subtotals			2,580,000.00 530,031.60
Total	107.5	81.0	$3,110,031.60

Non-Personnel Allocated Budget. Table 9 shows the "non-personnel budget" which involves purchase of equipment, supplies, supplementary books, and in-service for the programs. During the 1982-83 school year monies were transferred to program managers. Monies were then distributed to alternative sites as program managers saw a need for the funds. Each program manager devised his/her own plan for distribution of monies. A comparison of the 1981-82 and 1982-83 allocated alternative budget is shown in Table 9.

Table 9. Comparison of Non-Personnel Budget for Alternative Programs, 1981-82 and 1982-83.

Program	1981-82	1982-83
Applied Arts Academy	$ 16,360.00	$ 5,500.00
Bilingual	16,590.00	11,525.00

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Table 9. (Cont.)

Program	1981-82	1982-83
University Demonstration School	$ 5,000.00	$ 0.00
Multi-Age, Non-Graded	3,000.00	4,500.00
Reading, Language Arts Center	5,500.00	10,500.00
Elementary College Prep.	11,700.00	8,800.00
Elementary Math & Science Academy	3,100.00	3,500.00
Fundamental Academy	4,000.00	500.00
Montessori	14,200.00	15,400.00
Ind. Progress Social Impact Program	3,790.00	1,725.00
Individually Guided Education	25,900.00	23,360.00
Cincinnati Academy of Math & Science	29,000.00	33,950.00
Junior High College Readiness	15,000.00	3,001.00
Int. Baccalaureate Program	26,600.00	35,860.00
Cincinnati Academy of Physical Education	30,200.00	35,030.00
School of Creative and Performing Arts	31,000.00	24,000.00
City-Wide Learning Program	6,500.00	7,300.00
Total Allocated	$247,540.00	$223,651.00
Total Unallocated		$ 349.00

Transportation Costs. The number of alternative students transported during the 1982-83 school year was derived from information in the alternative student data bank. The approximate number of alternative students transported was 10,689. As reported by the Office of Transportation, the per-pupil cost has increased because of higher costs for specific kinds of transportation for handicapped students, increased mileage, and as a result of the Hartley vs. Berlin Milan decision.

The total cost of transporting all eligible students in the district was $8,432,191. Based on average statewide cost the total for transporting all alternative students in the Cincinnati Public School District was $2,533,293. Approximately 30% of the system's total transportation costs were spent for transporting alternative program students. This 30% estimate should be viewed as a maximum, as many of these students would qualify for transportation at their own neighborhood schools.

Summary

Enrollment in alternative programs has shown a slight increase in 1982-83. Sixty-nine percent of the alternative locations met the guideline of a 30% to 70% black membership.

California Achievement Tests status data comparing alternative with non-alternative students reveal about 10% fewer alternative students achieving at the below average stanines. Approximately the same percent of alternative and non-alternative students are achieving at the average stanines. At the above average stanines there are about seven percent more alternative students as compared with the non-alternative students. California Achievement Test NCE

gains show that both groups obtained the same expected achievement.

Results of the attitude surveys display high positive responses to items related to alternative programs.

Monies allocated for "excess teachers" and instructional assistants in alternative programs totaled approximately $3,110,000. The non-personnel allocated budget amounted to $223,651.

Alternative transportation expenses were estimated at $2,533,293.

Approved:
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